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ABSTRACT

The purpose of this study was to evaluate the ESEA Title III project of the African Museum of Art/Frederick Douglass Institute as conducted in the District of Columbia Public Schools. The Institute sought to further its education program to meet the increasing demand for materials, activities, and resources dealing with the cultural and historical backgrounds of the Afro-American people in Africa and America. The goal was to replace myths and misconceptions of the past with accurate information. A one-week seminar approach was used, consisting of: (1) lectures by the Museum/Institute staff at four high schools; and, (2) an experimental curriculum in English and social studies at one high school by classroom teachers. The Title III component of the 1969-70 program concentrated on staff development. Through the use of interviews and questionnaires, the members of the evaluation team presented nineteen findings concerning methods, procedures, and effects on the teachers and students. Three major problems were reported: objectives were not fully met for lack of prior teacher training and time for curriculum presentation; an attempt was made to cover too much subject matter and material beyond the Institute's focus; and, there was lack of objectivity in lecturers' presentations. Recommendations were made in light of these problems. The evaluators suggest further expansion of the project. (Author/CB)

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EVALUATION OF THE ESEA TITLE III PROGRAM: "EDUCATIONAL RESOURCES CENTER ON THE NEGRO HERITAGE"

Government of the District of Columbia
Department of Public Schools
N.S. Contract No. 10-434

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FINAL REPORT

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ABSTRACT

EVALUATION OF THE ESEA TITLE III PROGRAM:
"EDUCATIONAL RESOURCES CENTER ON THE NEGRO HERITAGE"

I. Purpose

The purpose of this study was to evaluate the ESEA Title III project of the African Museum of Art/Frederick Douglass Institute as conducted in the District of Columbia Public Schools for the school year 1969-70 in view of the purpose of the project, which was stated as follows:

"As a continuation of its Negro Heritage project carried on with Title III support during the fiscal years 1968 and 1969, the Museum of African Art/Frederick Douglass Institute sought to further its education program to meet the steadily increasing demand for materials, activities, and resources dealing with the cultural and historical backgrounds of the Afro-American people, in Africa and in America. The Title III component of the 1969-70 program was to be concentrated on staff development."

The evaluation study included:

A. A review of the methods and procedures of the Museum/Institute.

B. An evaluation of the effects of the Museum/Institute on the teachers and students in the District of Columbia Public Schools.

C. Recommendations for improvement of procedures and various aspects of the project.

II. Procedures

There were several phases involved in the evaluation:

A. The members of the evaluation team had numerous conferences with the Museum/Institute staff to discuss the implementation of the project.

B. Interviews were conducted by the evaluation team with the coordinators at the five high schools in which the program was presented.

C. Interviews were conducted with a sample of teachers and students who participated in the project.

D. A questionnaire was administered to a sample of students at Cardozo High School.

E. An analysis was made of written evaluations of the project made by a group of students who attended the seminars at Anacostia and Roosevelt High Schools.

III. Findings

A. The present evaluation of the activities of the Museum of African Art/ Frederick Douglass Institute, as well as evaluations for the past two years, indicated that students and teachers in the District of Columbia Public Schools are interested in Afro-American Studies.

B. The majority of the students had had little previous background in Afro-American Studies. Only about 5% of the students in the junior and senior high schools in the District of Columbia have taken special Black Studies courses. Any introduction to this area must, therefore, begin on the fundamentals.

C. While many students are interested in Afro-American heritage, some of the students expressed some confusion as to their relationship as American Blacks to Africa and Africans. Many felt that they were more interested in the solution to the problems of living as a Black in America.

D. Many students reacted negatively to the racial overtones of the lectures.

E. Students felt that many of the misconceptions they had had about Africa had been clarified; but lectures, when correcting one set of misconceptions about Africa (e.g., the Tarzan/jungle concept), must not create another set of misconceptions, such as presenting Africa as a highly developed continent with "nation states."

F. Students felt the seminars lacked organization, tried to cover too much material, were repetitive, and that selected specific topics should have been chosen for in-depth development.

G. Teachers and students felt there should have been lecturers capable of representing various countries and cultures in Africa, not just one (Ghana).

H. Some students felt that the lecturers were opinionated and that both the positive and negative facts about Africa should have been presented.

I. Students felt that they learned many new facts about Africa, and wanted to learn more.

J. Teachers felt the lectures on cultural aspects were well presented and that this type of material developed pride in the students for their heritage - pride because of achievements, not because of prejudice.

K. Students felt the physical conditions of the seminars were poor - hot, overcrowded rooms, with poor acoustics.

L. Teachers need advance notice of the program schedule so that arrangements can be made for proper accommodations.

M. It is essential that teachers receive some instructional materials before lectures are presented, particularly if history and geography are to be covered. Teachers also expressed the need for specific curriculum materials for use as follow-through study in the subject areas.

N. Some teachers felt that, with the time limitation of one week, it might be better to present only the cultural aspects of Africa.

O. Lecturers should try to answer students' questions.

P. Almost unanimously, students enjoyed the lectures and demonstrations about the cultural aspects of Africa - foods, dances, art, clothing, and language. Students liked actively participating in the seminars by wearing the clothing and dancing the dances.

Q. Some students felt that the week's seminar stimulated them to think in new concepts about Africa in relation to their own heritage and gave them pride in being an Afro-American.

R. Some students, as a result of the seminar, wanted to enroll in Black Studies courses.

S. Students reacted more favorably to the African lecturer, probably at least in part because he was from Africa, than they did to the American lecturer.

Significant Student Comments

It is the opinion of the evaluators that some of the comments made by a significant number of students in this study are of importance beyond this report, and should be carefully examined in view of any approach to the introduction of a curriculum on Afro-American studies.

The population of the District of Columbia Public Schools is 94% Negro, with the 6% white population largely concentrated in a few schools. The responses of the high school students in this study were largely responses of Negro students. It seems significant to the evaluators that:

A. While the majority of the students expressed an interest in Africa relative to their heritage, they reacted negatively to the elements of militancy and racism as presented by one of the lecturers.

B. Students felt some confusion in relating to Africa as an American Black, and felt more emphasis should be given to solving problems of black people in the United States.

C. Students demanded reliable documentation for statements made by the lecturer, particularly regarding the concept that all American Negroes originated from Africa.

D. Students wanted a realistic picture of Africa, in which both the positive and negative aspects of the culture were presented.

E. Students felt this seminar on Afro-America was not well organized, and stated specific reasons for their opinions.

F. In most instances, these same students made positive comments on the aspects of the seminars which they felt were well presented. The students felt they learned new facts about Africa, that the seminar opened new horizons to them about their heritage, and gave them pride in it; and they wanted to learn more.

The area of Afro-American heritage is new and vital. Afro-Americans in particular have a natural interest in and a rather urgent desire to learn about their heritage.

Considerable attention is being given to research in Afro-American studies throughout the United States, at both the university and public school levels. In a search of the files of the Educational Resources Information Center (ERIC) for current significant developments in this field, it was found that there were nineteen research projects involved in the study of curriculum development in the area of Afro-American heritage. These studies show that no one approach to a curriculum has evolved.

The development of a curriculum in this area for use in the public schools presents a responsibility to educators. If this sample of Negro students from five high schools in Washington, D.C., is at all representative, then one must not underestimate their perception, their demand for reliable sources and documentation, and their desire to relate to America as Black Americans.

IV. Conclusions and Recommendations

The Title III component of the Museum of African Art/Frederick Douglass Institute project in the District of Columbia Public Schools for the school year 1969-70 was to be concentrated on staff development. A one-week seminar approach, consisting of lectures by the Museum/Institute staff, was presented at four high schools; and an experimental curriculum in English and social studies, prepared by the Museum/Institute staff, was used at one high school by the classroom teachers.

With limited budget available to the Museum/Institute for the Title III component, the concept of a one-week seminar concentrated in a few schools seemed prudent. However, it is the opinion of the evaluators, substantiated by teachers' and students' reactions to the program, that there were three major problems in this year's project:

A. The objectives of the staff development aspect of the program, as outlined by the Director of the Museum/Institute, were not fully met. Teachers expressed the need for prior teacher training sessions and specific curriculum materials to help prepare the students for the seminars and to use as follow-through study in the subject areas. The Museum/Institute staff did prepare a curriculum for use in English ahd social studies at Cardozo High School, but the teachers found it difficult to present to the students in a week's period of time. A bibliography was given to the teachers at Roosevelt High School but was not sent to the other three high schools.

B. An attempt was made to cover too much subject material, and material beyond the scope of the Museum/Institute's focus, which has been to interpret African culture through African art, and to introduce into the curriculum subject matter on the contributions of Negroes to the development of the United States.

C. The lecturers were not as objective in their presentations and were not as responsive to student opinions and questions as is necessary for this type of project.

The Museum/Institute has developed authentic material on the art, music, dance, and customs of the people of Africa, as well as documented illustrated subject material on the contributions of Negroes to the development of the United States. If the Museum/Institute is to go beyond the scope of these two areas and present material in the fields of history, geography, economics, and politics of Africa, then it will be necessary to secure experts in these fields. To effectively cover all these areas would not be feasible in a one-week presentation.

It is therefore recommended that the Museum/Institute in its program offered to the District of Columbia Public Schools:

A. Confine its presentations to the cultural aspects of the subject.

B. Be extremely careful in the selection and supervision of its lecturers. The success of the program is dependent on this element. All staff members involved should be objective in their presentation, confine such presentations to their field of expertise, and be receptive to questions and opinions from students.

C. Select a few topics for presentation and develop them thoroughly.

D. Prepare specific curriculum materials for classroom teachers for use in preparing the students for the week of the seminar and in following through on the subject area.

E. Arrange for the presentation at each school well in advance so that school personnel can prepare suitable accommodations for the program.

F. Arrange for lecturers with knowledge of the various African countries and cultures, not just one.

G. Have available the services of a curriculum expert from the D.C. Public Schools, for coordination in the development of curriculum materials.

Overall, the Museum/Institute is a worthwhile project and should be continued, with an expanded budget, next year. This would allow for more staff time to be devoted to the Title III component and thus would make possible reaching more students in the public schools.

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EVALUATION OF THE ESEA TITLE III PROGRAM: "EDUCATIONAL RESOURCES CENTER ON THE NEGRO HERITAGE"

I. PURPOSE OF THE EVALUATION

The purpose of this study is to evaluate the ESEA Title III project entitled "Educational Resources Center on the Negro Heritage," as conducted by the Museum of African Art/Frederick Douglass Institute in the District of Columbia Public Schools for the school year 1969-70.

As a continuation of its Negro Heritage project carried on with Title III support during 1968 and 1969,[1/] the Museum of African Art/Frederick Douglass Institute sought to further its education program to meet the steadily increasing demand for materials, activities, and resources dealing with the cultural and historical backgrounds of the Afro-American people, in Africa and America.

The goal of the project continued to be to provide teachers and students with perspectives and materials that would replace the myths and misconceptions of the past with historically accurate and valid information.

Awareness of Africa's rich creative past and of the Afro-Americans' contributions to the United States provides a basis for:

a) an improved self-image on the part of Afro-American students, and

b) respect based upon greater understanding and knowledge by white Americans for their Afro-American compatriots.

While the Museum of African Art/Frederick Douglass Institute planned to continue to strengthen and further refine programs initiated in the past, the Title III component of the 1969-70 program was to be concentrated on staff development. (The overall project is funded from several different sources.)

1/ Neyman, Jr., C.A., and Riordan, A.M., Evaluation of the ESEA Title III Program: "A Proposal to Plan an Inter-Disciplinary Resource Center on 'The Negro Heritage'", Final Report on D.C. Government (Dept. of Public Schools) Contract No. 10-178, Washington, D.C.: July 1968; and
Neyman, Jr., C.A., and Riordan, A.M., Evaluation of the ESEA Title III Program: Educational Resources Center on the Negro Heritage, Interim Report on D.C. Government (Dept. of Public Schools) Contract No. 10-434, Washington, D.C.: report for the period 12 August - 31 December 1969.

The plan for the teacher training component of the program called for in-depth programs at five selected high schools.

Specifically, the Title III staff development program of the overall project was to include:

a) Seminars and individual consultation by teachers with staff specialists in order to introduce them to resource and bibliographic materials, curriculum guides, and other classroom aids

b) Seminars of teachers from various subject areas to pool existing resources and develop curriculum materials with Museum/Institute staff

c) Demonstration classes conducted by Museum/Institute staff with teachers observing

d) Class workshops (art, English, social studies, home economics, physical education, etc.) conducted by teachers

II. PROCEDURE FOR EVALUATION

It was necessary to adapt the evaluation procedure to the schedule of the implementation of the project as developed by the staff of the Museum of African Art/Frederick Douglass Institute. Because there were major staff changes at the Museum/Institute at a crucial time in the project, and a temporary change of location of the Museum/Institute made necessary by construction on the permanent home of the Museum, the Title III component of the project did not begin until the second semester of the school year, and was somewhat modified from the original conception of the project. The evaluation team had numerous conferences with the Museum/Institute staff concerning the implementation of the project and its evaluation.

The in-depth program on the Afro-American Heritage was concentrated at five high schools: Anacostia, Cardozo, McKinley, Roosevelt, and Wilson. At Cardozo, an exhibit was displayed by the Museum/Institute and a pilot program, using a prepared curriculum for English and social science classes, was conducted with three classes by Cardozo teachers. At the other four high schools, a seminar-type program, consisting of five lectures by the Museum/Institute staff, was presented to groups of students.

The following procedures were used in the evaluation of this project: (1) interview with the school coordinators at the five high schools; (2) interview with a sample of teachers and students who participated in the program; (3) administration of a questionnaire to a sample of students at Cardozo High School; and (4) review of written evaluations made by groups of students who attended the seminars at Anacostia and Roosevelt High Schools.

A. Cardozo High School

1. Exhibit

During February 1970, an exhibit of the Afro-American Panorama was displayed by the Museum/Institute in the Cardozo High School library. This exhibit focused on prominent Afro-American historical persons who had made contributions to the history of the United States.

The librarian at Cardozo reported that the students were attracted to the colorful and appealing way in which the exhibit was designed, and that many students viewed the exhibit. Some students were given written and oral assignments about the exhibit, and she felt that the students' and teachers' educational use of the exhibit was extensive.

Prior to this exhibit, the evaluation team administered a questionnaire to a sample of 53 students at Cardozo High School, to determine what knowledge the students had about Negroes who had made significant contributions to the development of the United States. Thirty-five students were selected at random from the 12th-grade English class, and eighteen from the 10th- and 11th-grade American History classes. The students had not had any special work in the Negro Heritage area in these classes.

The questionnaire listed the names of 50 famous American Negroes included in a booklet designed by the Museum/Institute to accompany the Afro-American Panorama and to be used for instructional purposes. It was originally planned to give a post-questionnaire to the sample of students after the exhibit, to measure what knowledge the students had gained from the exhibit; however, since the viewing of the exhibit was on a voluntary basis and there was no assurance that the students in the sample had seen the exhibit, the second questionnaire was not administered.

The table on the next page shows the number of students, out of a total of 53, who gave at least one correct fact about the names listed on the questionnaire.

Also tabulated are the number of students who responded in the negative and affirmative to questions contained in the questionnaire.

2. Workshop/Seminar

In addition to the exhibit at Cardozo High School, an in-depth program was conducted with approximately 75 students from two 12th-grade classes and one 11th-grade class from 6-10 April by three teachers at Cardozo.

50 Afro-Americans
Who Have Made Outstanding Contributions to
the Development of the United States

	Students knowing at least one correct fact about			Students knowing at least one correct fact about	
	N	%		N	%
Martin Luther King	42	79	Robert Weaver	4	8
Duke Ellington	31	58	Peter Salem	3	6
Langston Hughes	31	58	Daniel Hale Williams	3	6
George Washington Carver	31	58	Paul Cuffe	2	4
Malcolm X	29	55	Nat Love	2	4
Harriet Tubman	28	53	Carter G. Woodson	2	4
Nat Turner	26	49	Benjamin O. Davis, Jr.	1	2
Paul Laurence Dunbar	24	45	Prince Hall	1	2
Benjamin Banneker	24	45	Patricia Roberts Harris	1	2
Frederick Douglass	21	40	Lewis Latimer	1	2
Crispus Attucks	19	36	Jan Matzeliger	1	2
Booker T. Washington	15	28	Garrett Morgan	1	2
Charles Drew	13	25	Norbert Rillieux	1	2
Jesse Owens	13	25	Jean DuSable	1	2
Thurgood Marshall	11	21	Robert Smalls	1	2
Phillis Wheatley	11	21	Henry O. Tanner	1	2
Ira Aldridge	10	19	Edward M. Bannister	0	
William E. B. DuBois	9	17	Oliver Cromwell	0	
Ralph Waldo Ellison	8	15	John Garrido	0	
Matthew Henson	8	15	Joshua Johnston	0	
Sojourner Truth	6	11	Percy Julian	0	
Ralph Bunche	5	9	Edmonia Lewis	0	
Esteban	5	9	Alain Locke	0	
Mary McLeod Bethune	5	9	Prince Whipple	0	
Elijah McCoy	4	8	Granville Woods	0	

(N = 53)

Student Questionnaire
Cardozo High School

(Number of students responding in affirmative and negative to the following questions -- N = 53)

1. Have you ever visited the Museum of African Art/Frederick Douglass Institute?

Yes	--	7	13%
No	--	46	87%

2. Have you had any special courses in Black Studies or Afro-American Culture?

Yes	--	16	30%
No	--	37	70%

3. Have you had any courses in high school which devoted some of the time in the course to African or Afro-American Culture?

Yes	--	33	62%
No	--	20	38%

4. Would you like a special course in the study of Afro-American Culture?

Yes	--	41	77%
No	--	1	2%
Maybe	--	11	21%

Curriculum materials (see Attachment A) were used with these classes which had been prepared by the Museum/Institute staff for English and social studies classes, centering on Things Fall Apart, by the Nigerian novelist Chinua Achebe. This pilot program was preceded by three discussion sessions with the teachers of the classes and three members from the Museum/Institute.

A member of the evaluation team interviewed the coordinator of the pilot program at Cardozo High School, to find out her reactions to the program, some of which follow:

1. She felt the curriculum was too complicated for use by teachers and students who had not had a previous background in African history and culture. (The coordinator teaches an elective course in African history at Cardozo and she had lived for several years in Nigeria.) She said she spent considerable time on the unit and enlarged on the curriculum, but she said the other two teachers did not feel the unit was very successful. In any event, she believes that the unit could not be successfully presented in a week.

2. She stated that the students in her class had already covered most of the material given by the lecturers from the Museum/Institute. For instance, she had already brought African musical instruments to her class and had explained their use.

3. She stated that she did not feel a one-week presentation on Africa was enough. She felt the Museum/Institute was making an attempt to develop a curriculum on Afro-American history but that it was superficial. She would like to see the District of Columbia Schools develop a curriculum on Africa which would begin at the elementary school level. She feels the study of Africa should be integrated with other school subjects.

4. She stated that she felt the Afro-American Panorama Exhibit was better suited for the junior high school level and was not effective for senior high school students.

The evaluation team reviewed the novel, Things Fall Apart, and the curriculum materials, and make the following comments:

1. For students with little previous background on Africa, the African names and African vocabulary used in the novel might be difficult and confusing. Although the novel included a glossary of Ibo words, the meanings of some of the African words and names were not explained in the novel. Unless the teacher knew their meanings and could explain them to the class, the concept of what the author was saying might not be understood.

2. The curriculum guide for use with this novel was too difficult for most high school students. It might be used effectively by the teacher as a guide for class discussion, but the concepts were too advanced for high school students.

3. The concepts in the curriculum guide were too broad to be covered in a week's study.

4. The reading assignments for the students were rather long for this type of material.

B. Roosevelt High School

A 5-day (13-17 April) workshop/seminar was conducted by Mr. Kojo Baiden and Mrs. Jacqueline Brown of the Museum/Institute staff at Roosevelt High School. Approximately 900 students in grades 10, 11, and 12 participated in lectures and class discussions. Fifteen teachers in the social studies and English departments cooperated, and the program was coordinated by Mrs. Nyangoni at Roosevelt High School.

1. Background

The concept of the African Workshop/Seminar evolved as a result of several Roosevelt High School social studies classes having visited the African Art Museum/Frederick Douglass Institute. It was felt that a follow-up seminar would be beneficial to both students and teachers. Participation in the seminar was extended to classes that had not visited the Museum/Institute when the teacher felt her class would benefit from the seminar.

2. Purpose

The objectives of the workshop/seminar were as follows:

a) To rid students (and teachers) of popular misconceptions about Africa

b) To present new dimensions for studying Africa

c) To utilize existing community resources (including the African Art Museum) for teaching about Africa

d) To explore new and different approaches to teaching and learning about Africa

e) To lay a foundation for introducing African courses on a broader basis than presently existed at Roosevelt High School

f) To highlight experiences of Africans similar to those of Afro-Americans

3. Preparation for the Workshop/Seminar

Prior to the workshop, teachers were given suggested activities to prepare students as well as themselves for the African Workshop/Seminar. These activities included:

a) Read as many as possible of the following books and/or publications and discuss in depth with your participating class:

- Armah, Ayi Kwei - The Beautiful Ones Are Not Yet Born, Houghton
- Davison, Basil - A Guide to African History, Doubleday, 1965
- Leakey, L.S.B. - The Progress and Evaluation of Man in Africa, National Geographic Magazine, November 1966. (See also National Geographic Magazine issues of September 1960, October 1961, January 1963, and February 1965)
- Luthuli, Albert - Let My People Go, McGraw-Hill, 1962
- Mandola, Nelson - No Easy Walk to Freedom, Basic Books, 1965

The Roosevelt High School library had most of the above books, as well as a good collection of other books appropriate to this and related fields.

b) Use an atlas or encyclopedia to learn more about each African country. Students can find out the following:

Name of country	Major products
Capital city	Major exports and imports
Area square miles	Head of state

c) Use maps to study population, climate, rainfall, physical features, and mineral resources of all (or selected) African countries.

d) Instruct students to write a short essay on the television programs Tarzan and/or Daktari, and indicate whether it gave a true picture of African life. After each essay is read aloud, guide the students to understand the implicit racism that is portrayed in both programs.

4. Schedule for the Seminar/Workshop at Roosevelt High School

1st day - Misconceptions about Africa; survey of geography of Africa
2nd day - History of Africa
3rd day - Culture and language of Africa
4th day - Art, music, and dance
5th day - African Festival

Display booths were set up for:

Music
Poetry reading
Dance
Food preparation
Clothes

5. Student Evaluation of Workshop/Seminar

Students in some classes who attended the week's seminar were asked to write their opinion of the presentation. Sixty-three of these written opinions were returned to the Museum staff and were given to the evaluation team for review. This group of opinions by the students was not selected as a representative sample; rather, they are the voluntary responses of students in several classes who participated in the seminars.

The evaluation team has had considerable experience in reviewing comments written by students in the District of Columbia Public Schools about school in general, their attitude toward school, and their experiences and reactions to the many special programs which have been offered. Most writing of this nature usually reveals little insight as to the students' real opinions about a program. In contrast, each of the 63 students in this sample, almost without exception, had something significant to say about the week's program. Interviews with the coordinators and teachers involved with this seminar presented at the four high schools substantiated these opinions. All commented that, whether one agreed or disagreed with the content of the presentation or the method of approach, the seminars evoked much thoughtful discussion from the students who participated.

An attempt has been made to extract the most varied and significant impressions that the students gave about the seminars. Considerable attention has been given to the evaluation of the program by the students, because these impressions should be an important consideration in the planning of a future program. These extracts are given below. (More detailed excerpts from the students' opinions are given in Appendix B.)

6. Summary of Student Opinions of Seminar at Roosevelt High School

The seminar at Roosevelt High School, as at the other three high schools, was conducted by two members of the Museum/Institute staff, Mr. Kojo Baiden (born in Ghana, Africa), a staff specialist in African culture, and Mrs. Jacqueline Brown (American), a specialist in Afro-American Studies.

a) Positive Comments

1) Students felt the misconceptions they had about Africa were cleared up.

2) They felt they learned new facts about Africa.

3) Some students felt the material presented stimulated them to develop new concepts about Africa in relation to their own heritage, and gave them pride in being an Afro-American.

4) Students particularly enjoyed the lectures and demonstrations about the dances, art, clothing, and language of African countries.

5) Students liked actively participating in the seminars by wearing the clothing and dancing the dances.

6) Some students, as a result of the seminar, wanted to enroll in Black Studies courses.

7) Some students particularly seemed to enjoy Mr. Baiden's method of presentation, and related to him because he was from an African country.

b) Negative Comments

1) A considerable number of students felt the seminar lacked organization, making such comments as: (a) lectures were repetitive; (b) tried to cover too much material in too short a time; (c) too few lecturers for number of students; (d) lecturers couldn't present authentic source for statements made; (e) lecturers didn't answer the students' questions; and (f) lecturers were opinionated - should have presented both positive and negative facts about Africa.

2) A considerable number of students felt the physical conditions where the lectures were given were poor - room hot, crowded, uncomfortable.

3) Some students said they could not understand Mr. Baiden.

4) Some students expressed confusion about the study of Africa in relation to them as Americans living in the United States, and felt more emphasis should be given to solving problems of Black people in the United States.

5) Others wished more specific comparisons of life in Africa and in the United States.

6) There was considerable negative reaction to the lecturer Mrs. Brown - some of their comments about her: militant, came on too strong, didn't give proof for her statement that all Negroes originated from Africa, fanatical, sassy, ridiculed us, tried to brainwash us, wanted complete segregation, was against white people, poor teacher, terrible attitude.

7. Interview with School Coordinator

A member of the evaluation team interviewed the coordinator of the seminars at Roosevelt High School, who made the following observations:

a) She thought the presentation at Roosevelt was successful. (The coordinator teaches a senior elective course in African History at Roosevelt High School.) She stated that there were some negative reactions from some teachers because of some of the opinions expressed by the lecturers in the seminar, but she didn't feel these reactions of the teachers were overly negative.

b) She felt the students responded better to Mr. Baiden as a lecturer than they did to Mrs. Brown. She felt Mrs. Brown "came on too strong", and the students questioned some of Mrs. Brown's statements because she was not African. She felt Mrs. Brown is an American African culturist and very young. She felt that if only two lecturers were going to make the presentations, that they should both be Africans. She also felt that both lecturers should be reliable. Mr. Baiden was always prompt in arriving for lectures but Mrs. Brown was not, and this put too much of a burden on Mr. Baiden.

c) She felt the program could be improved by having lecturers representing various countries in Africa. In this year's seminar, the students were told only about Ghana.

d) She stated that a training session was held prior to the seminar, at which time the teachers were given a list of reading materials to prepare themselves and the students for the presentation, but that many of the teachers did not use it. She felt that more teachers with knowledge of Africa are needed in the schools, and that "The Museum can't do it all."

C. Anacostia High School

A 5-day seminar was conducted by Mr. Kojo Baiden and Mrs. Jacqueline Brown of the Museum/Institute staff at Anacostia High School from 27 April through 1 May 1970. Approximately 1100 students participated in the seminar.

1. Program

The seminar included:

1st day - Misconceptions about Africa; survey of geography of Africa
2nd day - History of Africa
3rd day - Culture, language
4th day - Art, music, dance, clothing
5th day - Festival, discussion period

2. Student Evaluations of Seminar

Twenty students from one class which participated in the seminar at Anacostia High School prepared written evaluations of the program, which were given to the evaluation team for review. These opinions are summarized below, and excerpts from each are attached in Appendix B.

3. Summary of Opinions of Twenty Students Who Participated in Seminar

a. Positive Comments

1) Misconceptions about Africa were corrected.

2) New facts learned about Africa and its people.

3) Students gained respect for the culture and customs of the people in Africa.

4) Students felt they could better relate to their heritage in Africa.

5) Students particularly enjoyed Mr. Baiden's humor and method of presentation.

b) Negative Comments

1) Some students expressed confusion about relating to Africa as an American Negro.

2) Objected to concept presented by Mrs. Brown that one should hate all that is "white".

3) Some students wanted documentation that the American Negroes' heritage is from Africa.

4. Interview with Coordinator and Teachers

A member of the evaluation team conducted a one-hour interview with six teachers at Anacostia High School on 4 June 1970. These teachers and their students had participated in the 5-day seminar. Arrangements for the interview were made by the coordinator at Anacostia High School.

The general concensus of this group of teachers was that the students at Anacostia High School were interested in Africa and its history and culture. Although a representative of the Black Panthers was presenting lectures at Anacostia during the same week, this group of students chose to attend the lectures given by the Museum staff. However, the teachers agreed unanimously that the impact of the week's presentations was lost because of a lack of communication between the lecturers and the students during the first two days, which was never really re-established, although the students enjoyed the lectures given the last three days. The teachers felt that both lecturers, but particularly Mrs. Brown, were rude and sarcastic to students who asked questions. The coordinator said he spoke with Mrs. Brown after the second day and asked that she be more polite with the students and try to answer their questions, since it was a policy at Anacostia to encourage the students to question a statement or an opinion and to ask for a source of reference.

The teachers expressed the following opinions:

a) The lecturers did not follow the schedule as outlined on the first two days. The teachers felt the first two lectures were of a propaganda, opinionated nature - particularly that of Mrs. Brown. The students asked for documentation for some of Mrs. Brown's statements and were given no answers by her. The teachers felt that too much of Mrs. Brown's lectures were concentrated on South Africa and the apartheid policy. She urged the students to take some action against this policy, and one student asked what he could do but was not given a direct answer. The student pursued the questioning and was told to boycott all products produced in South Africa. Mrs. Brown asked at least one class to repeat in unison a statement which the teachers felt was of a racist nature (the statement was: "Now is the time to hate all things white."). Not only the teachers objected to this but some of the students as well.

b) The teachers said that the students seemed to have more confidence in Mr. Baiden because he was African, but even he was on the defensive when students asked him questions. In each instance, the teachers felt both lecturers were out of their area of expertise in what was to have been the history and geography lectures. While not all the teachers had a special background in African History, most had some knowledge; two of them had had

special training. The coordinator was getting his Ph.D. in African History from Howard University, and one of the history teachers had had graduate work in African History and presented a unit on African History in the World History course this year. These teachers felt that both Mrs. Brown and Mr. Baiden presented some material in the history area that was not authentic.

Although 50 of the students who attended the lectures had just finished a unit on African History, Anacostia High School does not have a Black Studies curriculum as do some high schools in the city, and teachers felt that the majority of the students did not know much about Africa. They therefore recommended that:

a) If this program is presented again, to be effective it is essential that teachers receive some instructional materials on the history and geography areas to be covered before the lectures are presented. They felt that classroom teachers can do much in preparing the students for the lectures.

b) Teachers would like more advance notice as to when presentations would be given so arrangements could be made for schedules and the auditorium, etc.

c) Lecturers should be on a low key on history and geography. Students are interested, but they don't have too much background on Africa and are usually not emotional about the subject.

d) Use maps for lecture on geography.

e) Be objective in the presentation and willing to try to answer questions of students.

f) Teachers felt with the time limitation of one week, it might be better to present only the cultural aspects of Africa and the relation of the history to the cultural aspects.

g) The teachers felt the lectures on the cultural aspects were well presented and that this type of material develops pride in the students for their heritage: pride because of achievements and not because of prejudice.

h) The teachers and students felt some confusion about the semantic aspect presented by the lecturers - use of terminology of tribes, etc.

The teachers agreed that the concept of a week's presentation about Africa is excellent. They would welcome the program next year if their suggestions could be considered. They did, however, strongly object to the opinionated aspects of the lectures, feeling that this type of presentation could do more harm than good.

D. McKinley High School

A 5-day seminar was presented by Mr. Kojo Baiden and Mrs. Jacqueline Brown at McKinley High School from 4 May through 8 May. Approximately 1200 students participated in the seminar.

1. Program

The program followed the same format as used at Roosevelt and Anacostia High Schools.

2. Interviews with Students

Interviews were conducted with 28 students at McKinley High School who participated in the seminar. A copy of the student interview form is attached in Appendix D, and excerpts of answers to each question of the interview form are attached in Appendix C.

A summary of the overall impressions of the students with regard to the seminar at McKinley High School is as follows:

a) Positive Comments

1) Changed a lot of misconceptions
2) Made students want to learn more about their ancestors
3) Highlights were lectures on African art, music, dance, and clothing
4) Increased racial pride
5) Educational - learned new facts about Africa

b) Negative Comments

1) Lecturers should tell all the facts, whether good or bad, about African countries
2) Did not like emphasis on returning to Africa - would rather solve our problems here
3) Needed more emphasis on connection between African culture and Afro-American culture - didn't give anything to identify with
4) One-sided - tell about hardships of Africans, too
5) Need larger and more comfortable place for lectures

c) Suggestions

1) Would like more about political and economic status of African countries.

2) Would like representatives from other African countries.

3) More emphasis placed on average African.

4) More time for seminar.

3. Interviews with Teachers and Coordinator

Seven teachers were interviewed who had participated in the seminar. A copy of the teacher interview form is attached in Appendix D, and excerpts of their answers to each question are given in Appendix C. An overall summary of their responses follows:

a) Positive Comments

1) Well presented

2) Informative

3) Entertaining

4) Helped to dispel negative attitudes about Africa

5) Music presentation excellent

b) Negative Comments

1) Needed more organization

2) More specific topics

3) Conflicting viewpoints presented by lecturers

4) Too broad

5) Students' questions not answered

c) Suggestions

1) More time

2) Exposure from several African cultures

3) Need bibliography, teaching aids

E. Wilson High School

A 5-day seminar was conducted at Wilson High School by Mr. Kojo Baiden and Mrs. Jacqueline Brown on 11 May through 15 May. Approximately 1000 students participated in the seminar.

1. Program

1st day - Misconceptions about Africa; survey of geography of/ Africa
2nd day - African History - ancient to present
3rd day - Art culture of Africa
4th day - Music, symbolism, and religion
5th day - Free period - discussion

2. Interviews with Students at Wilson High School

Interviews were conducted with 35 students at Wilson High School who participated in the seminar. A copy of the student interview form is attached in Appendix D, and excerpts of responses to each question of the interview form are attached in Appendix C.

A summary of the overall impressions of the students with regard to the seminar at Wilson High School is as follows:

a) Positive Comments

1) Interesting
2) Entertaining
3) Misconceptions about Africa cleared up
4) Particularly enjoyed music, fashions, dance, and art

b) Negative Comments

1) Lecturers prejudiced against America
2) Lack of organization
3) Lecturer sarcastic
4) Mrs. Brown incorrectly informed - misled many people
5) Discussion narrow-minded and one-sided

c) Suggestions for Improvement

1) Tell about more different countries in Africa
2) Should have lasted longer and given more information

3) Use microphone - couldn't hear lecturers

4) Better organization

3) Interviews with Teachers and Coordinator

Seven teachers who had participated in the seminar were interviewed. A copy of the interview form is attached in Appendix D, and excerpts of their responses to each question are given in Appendix C. An overall summary of their responses follows:

a) Positive Comments

1) Useful, informative, worthwhile

2) Filled gap in social studies program

3) Extraordinary

4) Students learned things they didn't know before

b) Negative Comments

1) Program less than effective - too many personal opinions from lecturers

2) History and geography presentations very poorly done

3) Lecturers not objective, and responses to student questions were hostile

4) Africa should be explained as a part of the world - too much emphasis on racial aspects

c) Suggestions

1) Greater use of audiovisual aids

2) Have program earlier in the year

3) Break up into smaller groups for specifics, such as cultural aspects

4) Have more lecturers

5) Expand program to include exchange students from African countries

6) Mrs. Brown seemed on the defensive when questions were asked by the students -- some of her presentation should be made more clear to the students

III. Findings

A. The present evaluation of the activities of the Museum of African Art/ Frederick Douglass Institute, as well as evaluations for the past two years, indicated that students and teachers in the District of Columbia Public Schools are interested in Afro-American Studies.

B. The majority of the students had had little previous background in Afro-American Studies. Only about 5% of the students in the junior and senior high schools in the District of Columbia have taken special Black Studies courses. Any introduction to this area must, therefore, begin on the fundamentals.

C. While many students are interested in Afro-American heritage, some of the students expressed some confusion as to their relationship as American Blacks to Africa and Africans. Many felt that they were more interested in the solution to the problems of living as a Black in America.

D. Many students reacted negatively to the racial overtones of the lectures.

E. Students felt that many of the misconceptions they had had about Africa had been clarified; but lectures, when correcting one set of misconceptions about Africa (e.g., the Tarzan/jungle concept), must not create another set of misconceptions, such as presenting Africa as a highly developed continent with "nation states."

F. Students felt the seminars lacked organization, tried to cover too much material, were repetitive, and that selected specific topics should have been chosen for in-depth development.

G. Teachers and students felt there should have been lecturers capable of representing various countries and cultures in Africa, not just one (Ghana).

H. Some students felt that the lecturers were opinionated and that both the positive and negative facts about Africa should have been presented.

I. Students felt that they learned many new facts about Africa, and wanted to learn more.

J. Teachers felt the lectures on cultural aspects were well presented and that this type of material developed pride in the students for their heritage - pride because of achievements, not because of prejudice.

K. Students felt the physical conditions of the seminars were poor - hot, overcrowded rooms, with poor acoustics.

L. Teachers need advance notice of the program schedule so that arrangements can be made for proper accommodations.

M. It is essential that teachers receive some instructional materials before lectures are presented, particularly if history and geography are to be covered. Teachers also expressed the need for specific curriculum materials for use as follow-through study in the subject areas.

N. Some teachers felt that, with the time limitation of one week, it might be better to present only the cultural aspects of Africa.

O. Lecturers should try to answer students' questions.

P. Almost unanimously, students enjoyed the lectures and demonstrations about the cultural aspects of Africa - foods, dances, art, clothing, and language. Students liked actively participating in the seminars by wearing the clothing and dancing the dances.

Q. Some students felt that the week's seminar stimulated them to think in new concepts about Africa in relation to their own heritage and gave them pride in being an Afro-American.

R. Some students, as a result of the seminar, wanted to enroll in Black Studies courses.

S. Students reacted more favorably to the African lecturer, probably at least in part because he was from Africa, than they did to the American lecturer.

Significant Student Comments

It is the opinion of the evaluators that some of the comments made by a significant number of students in this study are of importance beyond this report, and should be carefully examined in view of any approach to the introduction of a curriculum on Afro-American studies.

The population of the District of Columbia Public Schools is 94% Negro, with the 6% white population largely concentrated in a few schools. The responses of the high school students in this study were largely responses of Negro students. It seems significant to the evaluators that:

A. While the majority of the students expressed an interest in Africa relative to their heritage, they reacted negatively to the elements of militancy and racism as presented by one of the lecturers.

B. Students felt some confusion in relating to Africa as an American Black, and felt more emphasis should be given to solving problems of black people in the United States.

C. Students demanded reliable documentation for statements made by the lecturer, particularly regarding the concept that all American Negroes originated from Africa.

D. Students wanted a realistic picture of Africa, in which both the positive and negative aspects of the culture were presented.

E. Students felt this seminar on Afro-America was not well organized, and stated specific reasons for their opinions.

F. In most instances, these same students made positive comments on the aspects of the seminars which they felt were well presented. The students felt they learned new facts about Africa, that the seminar opened new horizons to them about their heritage, and gave them pride in it; and they wanted to learn more.

The area of Afro-American heritage is new and vital. Afro-Americans in particular have a natural interest in and a rather urgent desire to learn about their heritage.

Considerable attention is being given to research in Afro-American studies throughout the United States, at both the university and public school levels. In a search of the files of the Educational Resources Information Center (ERIC) for current significant developments in this field, it was found that there were nineteen research projects involved in the study of curriculum development in the area of Afro-American heritage. These studies show that no one approach to a curriculum has evolved.

The development of a curriculum in this area for use in the public schools presents a responsibility to educators. If this sample of Negro students from five high schools in Washington, D.C., is at all representative, then one must not underestimate their perception, their demand for reliable sources and documentation, and their desire to relate to America as Black Americans.

IV. Conclusions and Recommendations

The Title III component of the Museum of African Art/Frederick Douglass Institute project in the District of Columbia Public Schools for the school year 1969-70 was to be concentrated on staff development. A one-week seminar approach, consisting of lectures by the Museum/Institute staff, was presented at four high schools; and an experimental curriculum in English and social studies, prepared by the Museum/Institute staff, was used at one high school by the classroom teachers.

With limited budget available to the Museum/Institute for the Title III component, the concept of a one-week seminar concentrated in a few schools seemed prudent. However, it is the opinion of the evaluators, substantiated by teachers' and students' reactions to the program, that there were three major problems in this year's project:

A. The objectives of the staff development aspect of the program, as outlined by the Director of the Museum/Institute, were not fully met. Teachers expressed the need for prior teacher training sessions and specific curriculum materials to help prepare the students for the seminars and to use as follow-through study in the subject areas. The Museum/Institute staff did prepare a curriculum for use in English ahd social studies at Cardozo High School, but the teachers found it difficult to present to the students in a week's period of time. A bibliography was given to the teachers at Roosevelt High School but was not sent to the other three high schools.

B. An attempt was made to cover too much subject material, and material beyond the scope of the Museum/Institute's focus, which has been to interpret African culture through African art, and to introduce into the curriculum subject matter on the contributions of Negroes to the development of the United States.

C. The lecturers were not as objective in their presentations and were not as responsive to student opinions and questions as is necessary for this type of project.

The Museum/Institute has developed authentic material on the art, music, dance, and customs of the people of Africa, as well as documented illustrated subject material on the contributions of Negroes to the development of the United States. If the Museum/Institute is to go beyond the scope of these two areas and present material in the fields of history, geography, economics, and politics of Africa, then it will be necessary to secure experts in these fields. To effectively cover all these areas would not be feasible in a one-week presentation.

It is therefore recommended that the Museum/Institute in its program offered to the District of Columbia Public Schools:

A. Confine its presentations to the cultural aspects of the subject.

B. Be extremely careful in the selection and supervision of its lecturers. The success of the program is dependent on this element. All staff members involved should be objective in their presentation, confine such presentations to their field of expertise, and be receptive to questions and opinions from students.

C. Select a few topics for presentation and develop them thoroughly.

D. Prepare specific curriculum materials for classroom teachers for use in preparing the students for the week of the seminar and in following through on the subject area.

E. Arrange for the presentation at each school well in advance so that school personnel can prepare suitable accommodations for the program.

F. Arrange for lecturers with knowledge of the various African countries and cultures, not just one.

G. Have available the services of a curriculum expert from the D.C. Public Schools, for coordination in the development of curriculum materials.

Overall, the Museum/Institute is a worthwhile project and should be continued, with an expanded budget, next year. This would allow for more staff time to be devoted to the Title III component and thus would make possible reaching more students in the public schools.

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APPENDIX A

Curriculum Materials

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APPENDIX A

THINGS FALL APART by Chinua Achebe — THE ENGLISH CURRICULUM

Monday

Aim: To have the students know background information on the novel.

Objectives: To teach the meanings of

1. the tragic novel
2. the location and time period in which the novel is set
3. the basic cultural characteristics of the Ibo people
4. simple pronunciation of Ibo names in the novel
5. the themes of the novel
   a. personal achievement or success
   b. the individual in a period of rapid social change

Method:

1. Slide overview of novel
   a. topography, geographic location, architecture
   b. people - faces and costumes

2. Lecture-discussion

   a. what is tragedy?
   b. what is the tragic novel?
   c. introduction of structure and theme of novel
   d. brief biography of the author
   e. map location of Nigeria
   f. map location of Ibo country

3. Book distribution - read Chapter One in class

   a. What theme of the novel is revealed in the first paragraph?
   b. What elements of the social and cultural structure of Ibo people are revealed in the first six paragraphs?

4. Assignment

   Read chapters 2, 4, and 7. Mark textbook for proverbs and myths

Pre-Test: World Regions Perception Survey from Beyer's Africa South of the Sahara

Tuesday

Aim: To have the students study

a. the theme of the novel
b. the point of view
c. proverbs and myths of Ibo culture in the novel

Mehtodology: Questions and discussion from the reading assignment

1. How was the theme developed in the assigned sections?
2. Is there a parallel between the descriptions of Okonkwo and Umuofia?
3. How was Okonkwo's personality determined by that of his father?
4. How was Nwoye's personality determined by that of his father?
5. What cultural values are revealed in the assigned sections?
6. Could you anticipate what was going to happen to Ikemefuna?
7. Who is the tragic figure, Okonkwo or Ikemefuna?
8. Is there a western parallel to the Feast of the New Yam?
9. What cultural values does each celebration reveal?
10. What other cultural parellels to western habits are revealed in the assigned section? What do they tell you about universality of human behavior?

B. Proverbs and Myths

1. Read and identify marked passages from the textbook.
2. Distinguish between marked proverbs and myths.
3. Are there western parallels to these proverbs and myths?
4. Note proverbs on the following pages. Identify any western parallels. pp. 11, 20, 22, 23, 27, 28, 68, 69.
5. Note myths on the following pages. Identify any western parallels. pp. 79, 100, 117.

Assignment: Read chapters 9, 11 and 12. Mark digressions from the theme and cultural values similar to western values.

Wednesday

Aim: To expand and enrich knowledge of cultural values of other African lingual groups.

Methodology: Visiting lecturer from the Museum of African Art. Slide-demonstration and lecture deomonstration using African artifacts from the Museum.

Assignment: Read chapters 13 and 14. Select one activity and begin this activity as the assignment for Monday.

Thursday

Aim: To have students identify the break-up of the traditional culture.
To have students view filmed overview of the African continent.

Methodology: Film presentation - (teacher's selection)

From the assigned readings:

a. Illustrate the characteristics in the Ibo culture which made it vulnerable to Christianity.

b. Draw modern parallels from the changing western society - student unrest, hippie culture.

Assignment: Read chapters 16 and 17. Mark examples which identify the clash of the traditional culture with the western culture. Identify reasons for the break-up of the Ibo traditional culture and the establishment of western culture.

Friday

Aim: To have students know why one culture was superseded by another in THINGS FALL APART.

Methodology: Read in class aloud - sections 17 and 18. Lecture-discussion

1. Compare the loss to Okonkwo of Nweye and Ikemefuna.
2. Personal observations on the coming of the missionaries.

Post-test: World Regions Perception Survey from Beyer's Africa South of the Sahara

Assignment: Complete novel during weekend. Prepare activity assignment for Monday.

Assignments:

Monday: Read chapters 2, 4, and 7. Mark textbook for proverbs and myths.

Tuesday: Read chapters 9, 11 and 12. Mark digressions from the theme and cultural values similar to western values.

Wednesday: Read chapters 13 and 14. Select one activity and begin this activity as the assignment for Monday.

Thursday: Read chapters 16 and 17. Mark examples which identify the clash of the traditional culture with the western culture. Identify reasons for the break-up of the Ibo traditional culture and the establishment of western culture.

Friday: Complete novel during weekend. Prepare activity assignment for Monday.

Activities:

1. Compositions and Reports

   a. The ideal of success among the traditional Ibo.
   b. The family structure among the traditional Ibo.
   c. The kinship structure among the traditional Ibo.
   d. The role of women among the traditional Ibo society.
   e. Superstitious beliefs in Things Fall Apart.
   f. The subsistance economy and the money economy.

2. Diagram a traditional Ibo village.

3. Write a skit using only chapter seven in which Ikemefuna is killed.

4. Panel discussion subjects.

   a. subsistance patterns and technology
   b. sex and marriage
   c. family and kinship
   d. status and role
   e. personality structure
   f. religion and the supernatural
   g. proverbs and myths

5. Suggested chapter titles. Give another list of titles.

Chapeter	1	The Son of Unoka
	2	Ikemefuna Arrives
	3	A Visit with Nwakibi
	4	Planting Time
	5	The Feast of the New Yam
	6	The Wrestling Match
	7	Ikemefuna Departs
	8	The Bride-Price
	9	Ezinma Reveals her Uji-uwa
	10	Court
	11	Ekwefi follows the Priestess
	12	The Wedding
	13	Exile

14 Motherland
15 The Three White Men
16 Jesu Kristi
17 Nwoye's Conversion
18 The Sacred Python
19 Farewell Feast
20 Return From Exile
21. Mr. Brown's School
23. Okonkwo is Imprisoned
24. The Messenger and the Machete

APPENDIX A

Student Prospectus — THINGS FALL APART by Chinua Acheba — Social Studies Curriculum

Monday — Slide overview: Nigeria and the Ibo people

Lecture-discussion

1. How do social scientists usually gather information about contemporary cultures?

2. How do they gather information about older cultures?

3. Map location of Nigeria; map location of Ibo country

Book distribution - read chapter one in class

1. What characteristics of Ibo social structure are developed in the first four paragraphs?

2. How do you know that the village described in chapter one is a traditional village?

Tuesday — Questions for discussion from the reading assignment.

1. Was the author near enough in time and place to accurately describe the events first hand?

2. Does the reading assignment accurately establish the time and location of the events?

3. Is the author biased; is he willing and able to be objective about Okonkwo?

4. Does the author give enough information for a researcher to locate the village of Umuofia?

5. Is Okonkwo described as a believable historical character? Are his wives believable?

6. How could one find out if the Feast of the New Yam, or a celebration derived from it, is still held in Ibo country?

7. Is there a western parallel to the Feast of the New Yam? What does this tell you about the idea of different peoples concerning abundance from the earth? About scarcity?

8. What cultural values does each of these celebrations reveal?

9. What other cultural parallels to western customs are revealed from the reading assignments?

10. What do these parallels tell you about the universality of human behavior?

Wednesday Visiting lecturer form the Museum of African Art. Slide-lecture and demonstration using African art and artifacts from the Museum.

Thursday Group examination of the novel as a social science document which allows the student to gather cultural and anthropological information.

Students may select one of four group assignments:

a) the subsistance culture
b) family and kinship
c) status and role
d) social and political organization

Each group must locate and present six examples from THINGS FALL APART which illustrate cultural and anthropological characteristics of the Ibo culture.

A student representative must report the groups' findings to the class at the close of the period.

Friday Read in class aloud chapters 17 and 18.

Lecture-discussion.

1. What did the Christians do to establish their missions and government structure within the traditional culture?

2. Why didn't the Ibos get rid of the Christians when they first arrived?

3. In which ways were the Ibo and western Christian cultures similar?

4. How did the Ibo and western Christian cultures differ?

5. What characteristics of Ibo culture can you identify which made it vulnerable to disintergration by the coming of the British and the Christian missionaries?

Assignments:

Monday: Read chapters 2, 4, and 7. Mark textbook for proverbs and myths.

Tuesday:	Read chapters 9, 11 and 12. Mark digressions from the theme and cultural values similar to western values.
Wednesday:	Read chapters 13 and 14. Select one activity and begin this activity as the assignment for Monday.
Thursday:	Read chapters 16 and 17. Mark examples which identify the clash of the traditional culture with the western culture. Identify reasons for the break-up of the Ibo traditional culture and the establishment of western culture.
Friday:	Complete novel during weekend. Prepare activity for Monday.

Activities:

1. Compositions and Reports

   a. The ideal of success among the traditional Ibo.
   b. The family structure among the traditional Ibo.
   c. The kinship structure among the traditional Ibo.
   d. The role of women among the traditional Ibo society.
   e. Superstitious beliefs in THINGS FALL APART.
   f. The subsistance economy and the money economy.
   g. The traditional Ibo diet.

2. Diagram a traditional Ibo village.

3. Write a skit using only chapter seven in which Ikemefuna is killed.

4. Panel discussion subjects.

   a. subsistance patterns and technology
   b. sex and marriage
   c. family and kinship
   d. status and role
   e. personality structure
   f. religion and the supernatural
   g. proverbs and myths

5. Suggested chapter titles. Give another list of titles.

Chapter	1	The Son of Unoka
	2	Ikemefuna Arrives
	3	A Visit with Nwakibi
	4	Planting Time
	5	The Feast of the New Yam
	6	The Wrestling Match

7	Ikemefuna Departs
8	The Bride-Price
9	Ezinma Reveals Her Uji-uwa
10	Court
11	Ekwefi Follows the Priestess
12	The Wedding
13	Exile
14	Motherland
15	The Three White Men
16	Jesu Kristi
17	Nwye's Conversion
18	The Sacred Python
19	Farewell Feast
20	Return From Exile
21	Mr. Brown's School
23	Okonkwo is Imprisoned
24	The Messenger and the Machete

6. Book Reports. Read one of the following books and give a written or an oral report to the class. A description of your evaluation and reaction to the book should be included.

a) Turnbull, Colin, THE LONELY AFRICAN

b) Bohannan, Paul, AFRICA AND AFRICANS

c) Oliver and Fage, A SHORT HISTORY OF AFRICA

APPENDIX B

Student Opinions of Workshop/Seminar

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APPENDIX B

EXCERPTS FROM STUDENT OPINIONS OF THE WORKSHOP/SEMINAR

Roosevelt High School

1. I like the slides especially. I was surprised about the animals because I thought they were all over Africa, not just in a few parts. I would have liked more information about the people and their customs.

2. Mr. Baiden is the man that knew how to explain to the student very well and how to make things interesting. The clothing the students were wearing made them look nice.

3. In my opinion I think that the African Studies was half boring. Parts of it was sickening, saying "black is beautiful." In my opinion, everybody is beautiful no matter what race or religion. The African clothes were beautiful. I could not understand Mr. Baiden, and Mrs. Brown was not nice to me at all by calling me mixed up. It was a big bore.

4. Overall, I think that the African course was somewhat interesting to a certain extent. Mr. Baiden presented himself very well but there were some questions I asked which didn't get answered. Mrs. Brown came on sort of strong and made me believe that she was more militant than I wanted to believe. Correct me if I am wrong, Mrs. Brown, but I don't think any one person can say without proof that any one body of people originated from Africa or whatever.

5. The technique of comparing life in America with life in Africa was very well done. The misconceptions about Africa were completely cleared up. One suggestion I would like to make is that they tell what school is like in Africa, and their way of making a living, and compare it to ours in America.

6. Since engaging in this program I learned the full meaning of Black as an Afro-American. Now I know that when using the term <u>Black</u> you are describing not only one race of people but several races of people. Now I think I would rather be called and referred to as an Afro-American. As the instructors said, by saying this it's giving you a culture.

7. I think that on the whole the program was interesting and also beneficial. I did think that Mrs. Brown sounded a bit fanatical about where our culture was from. She said it was from Africa but did not give enough reasons why it should be from Africa. It seemed Mr. Baiden explained his point of view a little clearer than Mrs. Brown. I especially liked the display of clothes or styles and that of the musical instruments.

Student Opinions - Roosevelt - Continued

8. The African Workshop was interesting. They should have prepared before presenting it to students. The woman kept on after us about complete segregation and going back to Africa, but the man from Ghana never agreed with her or called for a complete segregation. This bothered me.

9. The whole thing was boring, poorly constructed, and poorly instituted. There were too many people involved, too little room, and informative yet sassy teachers (one in particular). I didn't like the way in which our instructor taught. She wasn't there to teach but to see how much we knew and pity us for what we didn't know. She wasn't for real. I found or shared no beauty, pride or wisdom, and found no personal involvement.

10. I feel as if the workshop was very interesting. The man talked as if he really knew what he was talking about. I really feel as if Mrs. Brown was trying to brainwash us. She wanted us to be "compelled black." She was all against white people. I also wish that Mr. Baiden had talked more because I really learned a lot from him. He was trying to bring us together and not apart, no matter what color you are.

11. The workshop was very nice and I enjoyed the program very much. The two speakers seem to be well informed on the study of African history, art, and life in Africa itself. Also, the program gave us more knowledge of Africa and the people of Africa. But what has it done for me as living in America? I can't get a job because I know something on Africa. I may be able to speak eight different African languages but here in America they speak English. So why not teach black people what to do in America now, not what we have done, but what to do now. Tell us how to fight back in America (not with a gun), to reach all goals in the way of living better and belonging to America, because we are here now and we might as well stay and make it in America.

12. The program lacked organization but this should be expected when a program of this type is introduced to this school. I feel the discussions should have been in a room where everyone would be comfortable. The lecturers were semi-boring because there was a lot of repetition day after day. Even though fact learning is usually uninteresting, if the lecturer had changed his tone in speaking, many of us would not have attempted to go to sleep.

    I feel that when we were able to be a part of the class by wearing a native material or in the musical sense, we felt we had learned something. You could really tell that the musical lecture was interesting because everyone talked about it after class.

    It would help if a lot of the materials taught during the seminar could be duplicated and given to the participants.

Student Opinions - Roosevelt - Continued

13. First of all, I thought the workshop would have been much better if it had been better organized. Overall, it was very informative. I learned a great deal about Africa and African people that I never would have known otherwise. The best part was when Mr. Baiden showed how to dress in African garb, how to play the games of Africa, and the types of dances and music used by Africans.

14. During the whole five days that I've been there, I have really enjoyed myself very much. What I liked most of all was the way Mr. Baiden and Mrs. Brown talk - it was very interesting.

15. I feel that the African week program was not properly organized. I feel that they had too many classes for two teachers (African teachers) to try to teach. I feel that the whole program was very interesting but not really together.

16. It was interesting because it was the first time I've been involved in a program of this sort. Mrs. Brown was a very poor teacher and wasted a lot of time. The classroom was very hot and crowded. I think the best session was the last one because the class took part in it.

17. The African studies I thought were kind of interesting. I think what was talked about was educational. I think this helped us to understand Africans more. The clothes and foods and instruments they had were interesting, too.

18. The African study in my opinion could have been better. It did not seem to be organized. The young lady who showed the filmstrip had a terrible attitude and therefore did not get the message across clearly.

19. The African Studies Program was all right except it was basically about the geography of African life and when various people arrived in Africa. It should have been more of the fashions, ways of life, customs, types of food, and last but not least, the different types of entertainment.

20. My opinion is that the program was supposed to be educational. Really I can't give much of an opinion because I went only twice.

21. It was very interesting, especially some of the films on the arts and culture of the native people. What made my interest even greater is probably because it was something new to learn about - something different.

22. In general, I would say that it was very interesting and I would like to have more of it at Roosevelt High. There is, however, one fault and that is that it was not organized. It could have been better under different situations, such as if it were a regular course taught here at the school every day.

Student Opinions - Roosevelt - Continued

23. I found the African studies very irrelevant and my opinion was indifferent. Learning how Africans dress, what they eat, their beliefs and superstitions doesn't interest me at all. African history is just as boring as American history.

24. The African Studies was brought here to show us how our race of people lived. It showed us how hard it was for the African people to live and become free people just as others.

25. My impression was that it wasn't very interesting. I feel this way because I don't think the people in the workshop spent enough time covering the subject for it went by too fast for me to make a fair impression.

26. I think the seminar was excellent. It was very educational along with being soulful. The music was really jazzy and just like our kind of music to a point. I wouldn't mind coming to hear it again.

27. I think the seminars we attended were very well put together.

28. Africa seemed to me a place of mystic and magic. Its surroundings and its people all should be appreciated, not because they are from Africa but they are a part of our heritage. It is my opinion that we could learn more by actually going to visit Africa. This is because we would be able to learn from them and see how life is, not just how we see it.

29. Some things I found particularly good were Mrs. Brown, her topic, and her features. The thing I found stupid was Mrs. _____ (teacher) constant blurting out.

30. I found it a good synopsis on the various aspects and ideas of African culture. I enjoyed the demonstrations presented on the African dances called the Hi-Lite and the Pata-Pata. My only complaint was the speaker's statement which said that all Negroes in some respect originated from Africa.

31. Of all the presentations I liked the last one given because the class had a chance to participate. I also think that more seminars should be given at Roosevelt so that students can get some of the things that they have in their minds cleared up.

32. Their presence at Roosevelt changed many people's view on Africa, "the deep dark continent", of our Negro heritage. At least it changed my mind. I now know that Africa is not a backwards country, as I once thought, but a growing country with new freedom in most parts.

APPENDIX B

Student Opinions - Roosevelt - Continued

33. I enjoyed the seminars very highly and think it should be carried on to all the high schools in Washington. It gave me a whole new outlook on Africa.

34. The Afro-American workshop I thought had its glory and its moments of dullness. The first day Mr. Baiden told us a lot of things that I thought were commonly known about Africa. Mrs. Brown brought out interesting words of thought for the mind on African and Black American culture which I thought was one of the highlights of the study course.

35. Group participation didn't start until Thursday and this was not effective because of the students. The wind-up was ridiculous. Too noisy and loud - unorganized.

36. I enjoyed for the most part all of the seminar. However, I do feel that more facts should have been presented; that is, I mean more pros and cons, both negative and positive, so that a more believable picture of Africa may be presented - Mr. Baiden made Africa sound superior to all other civilizations.

37. I found out so many interesting things about Africa that I didn't know. I liked it so much that I am going to change my 11th-grade class program to take African history as a course. I think every black person should learn about his or her black ancestors.

38. My opinion of the seminar was that it was interesting but sometimes boring. My problem was that I couldn't understand what the man in the armory was saying half the time. It could have been better if they had it at an embassy.

39. I enjoyed the music and the dresses. I couldn't understand what Mr. Baiden was saying half the time but there was a certain way in which he tried to explain it that made it interesting.

40. At the beginning it was sort of boring. It really didn't get interesting until Mr. Baiden came and made it interesting. He seemed to know just about what things to tell us about to interest us, and how to go about it.

41. I learned a lot of things I did not know about Africa that I did not know before the seminar. The only thing that I didn't like was that sometimes I was unable to understand Mr. Baiden. I suggest that the next time a seminar of Africa is planned that it last longer than a week so that you won't have to rush through a topic so fast.

Student Opinions - Roosevelt - Continued

42. I learned many things that I hadn't known and many other things were brought to my attention - things that I never thought about before. One way to improve such a seminar is to have it longer; therefore, you could have maybe two class periods for a topic and the topic would be gone into in more detail.

43. I learned a lot about Africa, the continent itself, the people, and her beautiful culture. Besides being educational, it was enjoyable. More time and space needed.

44. The part of the seminar that was interesting was the music, dance, and the language. The part that was not interesting was the part of the history and the first day of the seminar.

45. I liked the music most of all. I wish one day I could go to Africa and visit the people and see the beautiful buiidings

46. The seminar really dispelled some of the rumors I had heard about Africa. It was very interesting and informative. Mr. Baiden was a good speaker. It was better than learning from a book. Should have been more time.

47. The African seminar was very educational. Now I think I understand more about my culture and past history.

48. This helped us to know a little more about our people and where Negroes come from. I enjoyed especially the part where we danced and played music.

49. I liked mainly the part where he was talking about the music, the fine arts, and clothes that he showed everyone. These things were all right, but the rest of it was dead.

50. I learned some positive information about Africa in terms of its people and culture, and their influence on black people in America. I enjoyed most of the instructors, except for the sister who called herself Nike, I believe. She didn't impress me at all and she didn't seem too together with her material. I enjoyed the other African instructor. All in all, I would say it was a week well spent.

51. It was hot in the room, which made it uncomfortable. While the talk went on it became interesting.

52. I have learned that African civilization is very much the same as ours, and they even regard themselves above or superior to us. I think the seminars very completely brought out the facts about Africa and its people's culture.

Student Opinions - Roosevelt - Continued

53. I think that this seminar was much needed in today's life when the young black person is craving for the basis of his heritage. The seminar was meaningful as well as enjoyable and I think we should have something similar to this every semester.

54. I enjoyed it very much although I already knew much about Africa. I think it should be continued because most everything that was said or demonstrated was very interesting. I liked the teachers as well.

55. It cleared up many things that I did not know about Africa and its people. The lecturers were very nice and informative. To me everyone seemed to enjoy themselves, especially Thursday, when we participated in arts and crafts of Africa.

56. It helped us get a better understanding of Africa and her people. Mr. Baiden came to our class and told us about the beginning of Africa and how the white man had brainwashed the black people.

57. I think it was very nice and I enjoyed attending. The seminar was together, so go right on, brother, you got it.

58. The ways the Africans live really aren't much different from the way we live. Some day I would like to visit a foreign country to tell them how Americans live.

59. I learned many things I didn't know. The whole week was exciting. The best part was the dancing and playing the instruments. And I really think the right people came to Roosevelt to introduce the seminar.

60. I felt I learned many things I did not know and many of the comments made pushed me to change or reorganize my own beliefs and ideas about my African background. I do feel, however, that the seminar itself could have been planned better and more comparisons made to present life, and the subjects related more.

61. It provided me with a first-class foundation of Africa and its customs. It demonstrated a clear-cut picture of the languages that are spoken in Africa. We saw examples of their clothing and styles, and we heard and played African music.

62. I learned that many fossils were found in Tanzanica of primitive man, and that some of the instruments were made out of animal skin (the drum). I enjoyed the dances called the Hi-Lite and Pata-Pata.

63. I found the seminar interesting in a sense that there were some things about Africa I didn't know; for instance, Pan-Africanism. I didn t know what it meant or how to go about it, and now I have an idea what it is.

APPENDIX B

EXCERPTS FROM STUDENT OPINIONS
OF THE WORKSHOP/SEMINAR

Anacostia High School

1. I thought this project was very unique and would like to have more of these programs at our school in the near future.

2. I can truly say that my eyes have been opened to a few things that I had the wrong idea about. The way that you talked to us and encouraged us to take part in your discussions was very effective.

3. It was enlightening. I found your talks thought-provoking. The talk I enjoyed most was about the culture, the way the African child is brought up. I learned very much from your talk on how Afro-Americans view an African, and vice versa. I was surprised to find out that Africans really enjoyed soul music.

4. Many of the topics you discussed about Africa were new to me. I didn't know anything about them except what I heard, or the beat of their music. It's embarrassing not to know your ancestral country.

5. The short lectures you gave our students at Anacostia were very interesting. I learned a great deal about my heritage and lost culture. I hope very much for these teachings to continue.

6. All the things you told us were so different - the different things about Tarzan being in Africa - the man who wrote the picture has not been in Africa. It was also interesting to learn how Africans get their name.

7. Your presentation on a whole was very interesting in the sense that it cleared up a great deal of misconceptions people had about Africa. I found it very interesting to find out that when the children are born their names in some way tell or describe a story of something. The people themselves seem to be an altogether different culture, and yet so willing to make their culture understood if given the chance to explain, and maybe try in their own way to straighten out the stories once handed down to this country that changed the American outlook of Africa altogether. On a whole, Mr. Baiden, your presentation of the workshop was a very educational experience for me.

8. I enjoyed the music part better than the rest because it showed that music is not really different no matter where you are. Neither is your dancing - it's somewhat like ours. The fashion part I enjoyed, too.

9. The film that you and Mr. Baiden showed us I found it is very nice to see (Africa).

Student Opinions - Anacostia - Continued

10. I thought your talks were most interesting. I didn't realize how little I knew about Africa, its people, and their cultures. Before this program, I never had any desire to go to Africa. Of course I knew the entire continent wasn't one vast jungle, but I didn't know that it was so fascinating. I enjoyed your program and I think that more of them should be started.

11. I enjoyed your talks very much about Africa and the problems that the people have there. I hope that one of these days you and Mrs. Brown will bring some of your friends and tell us more about Africa and its culture.

12. The sessions of music and dances were very interesting. I noticed that the African dances and music are very much like ours. You were wonderful and I hope that you and the workshop could return to our school for another soul session on African culture.

13. I enjoyed your performance. I wish that you could have stayed another week or two. I especially enjoyed the music and dance part of the performance. I also loved the African clothes that some of the audience were able to wear during the music and dance performance.

14. I anjoyed the program very much. It was very educational. I learned about ways of life in Africa.

15. It was very educational and exciting, but most of all I enjoyed the last two days when you presented your dances, clothing worn in Africa, and the festival. From your lecture series I found that many things said about Africa are not true. And I must say, if all Africans are like you they are really nice people. Mr. Baiden, there is one thing that made us all enjoy it - you have quite a humor. I am glad that we got a chance to hear your lecture and share our cultures with one another.

16. I thought the discussion on Africa was very interesting and fascinating. I learned a lot about Africa and how Africans live, their language, and customs. The discussion was not boring at all. I would like to say to Mr. Baiden that I enjoyed the dancing and the singing and the history of Africa.

17. Your talks on African culture were very interesting, mainly the ways you live there and the songs you sing. I respect the ways of some of your customs, such as where the younger generation respect their elders. As for myself and myself alone, I could not live there, because Africa and the blacks here in the United States are now two different peoples. We no longer, live, eat, or even sleep the same as you do. We no longer have the same religion - our religion is not even known there. As for the names you give your children, it has something to do with your custom which we never ever heard of. As for the Europeans taking your fine

culture and using it as their own, think of the many things Africa has gained from them, such as an automobile, lights. What is Africa? Africa to me is just another country which has many things to learn - so does China, England, and France. I know my ancestors came from there, but many Africans today don't know they did and to me they don't want to know. So the only thing I can tell you is that I am a Black American and I was born an American.

18. I enjoyed most the study of music and clothing of our African people. But when you first came here, Mrs. Brown, you had us repeat after you, "Now is the time to hate all that is white." Well, I just wanted to say that I know a lot of nice white people. They were willing to help us when our mother was having a baby, and a lot of other nice things. Other than that, I enjoyed your talk very much.

19. I enjoyed the workshop as a whole, but there was one thing that you said that the Black people in America should be called Afro-Americans. Although our ancestors did come from Africa, we cannot be considered true African because we do not know about Africa and we are so far away from it. You also said that Afro-American is a heritage, that when such a term is used that people will know instantly where you are from. But that is not true because none of us are true Africans. When you say America you associate it with the white man as if we were a part of running the Indians off their land and starting the war in Viet Nam. No, I don't want to be associated with this tragic part of history. But when you say Black you are saying a color, true, but it also signifies something to a Black person. You can tell a person's background when you say Black, too. I enjoyed the beautiful history of Africa, and such things as the music and dances.

20. Usually when I hear the word African, referring to a man/woman from Africa, I think of the pure black, coarse-haired men and women like you see in a Tarzan picture. I also think of a strong white man swinging on tree vines like a fool, making a lot of noise, scaring animals and black Africans. But I must admit Tarzan is kind of cool. Now, when I hear people talk about Africa, I know they're talking about a continent with great diamond mines and modern cities, even more modern than some of the cities of the United States. Of course they still have some huts, but they aren't made of the mud and straw like I thought they were. And they still have jungles with interesting wildlife. Africa isn't the continent I read about in National Geographic or saw on television - it is a far more advanced continent than I was led to believe it was. Your teaching taught me what it's really like.

APPENDIX C

Student and Teacher Interviews

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APPENDIX C

STUDENT INTERVIEWS -
SUMMARY OF RESPONSES TO QUESTIONS

McKinley High School

Q. 1. Did you enjoy the week's program?

All of the students seemed to enjoy the week's lectures. Some of their comments were:

..very informative and interesting.
..something different just for enjoyment; it was also educational.
..fun and exciting.
..interesting; made me think more in terms of racial pride.
..informative; changed a lot of legends.
..partly enjoyed it, but there were some parts which weren't that interesting.
..helped me learn more about Africa and African culture.

Q. 2. How much did you know about Africa before the lectures?

The majority of the students knew very little about Africa before the lectures. Some of the comments were:

..I knew what I learned in geography and the tales on television.
..very little, other than the prejudice of Black people in Africa; i.e., South Africa.
..my knowledge of Mother Africa was small and very one-sided.
..little I knew wasn't true.
..had some misconceptions.
..had distorted view of Africa (the white man's view).
..just general information.
..ignorant about musical instruments.
..surprised to find out how little I knew about Africa.
..didn't know anything about Africa.

A few students stated that they knew quite a bit about Africa. Some of their comments were:

..knew most of the topics because I sat in on previous lecture.
..heard from lecture before and personal reading and investigation.
..a lot, because I take Black Studies and African Studies.

Q. 3. What did you consider the highlights of the lecture?

The majority of the students felt the highlight of the lecture was the cultural part. Some of the responses to this question were:

..the way they talked with that klick talk.
..students taking part in playing musical instruments.
..distribution of tribes throughout Africa, and how the children are named and their meanings.

Student Interviews - McKinley - Continued

..heritage section because of similarities between Afro-American heritage.
..having more than one wife.
..living habits.
..lecture on realness of Black pride and African background.
..signs of beauty, religious beliefs, etc.
..when he said bushes (haircuts) were worn in Africa, disproving all that rhetoric in the paper.
..music and instruments.

Q. 4. Would you like more information about Africa?

All of the students interviewed stated that they would like more information about Africa. Some of the comments were as follows:

..yes, but not any great amount. It was interesting, but could get boring.
..yes, and more people to give different points.
..yes, because I'm sincerely hoping to visit Africa.
..yes, but would enjoy more if they told about political and economic status.
..mostly about South Africa.
..I think everyone would enjoy learning more about a land that builds their heritage.

Q. 5. How could the program have been improved?

There were various responses to this question but most of the students felt that the limited time was the biggest problem. Some of the other responses included:

..more about the language.
..have lectures more often.
..more representation from other African nations; e.g., South Africa.
..smaller class.
..show had no flaws; audience was a drag; this school is very anti-Black, anti-African, to be truthful anti-McKinley.
..more space.
..more about hardships that different African groups have.
..having not only a rich African but also have average everyday Africans.
..show other levels of African culture.
..movies, maps, pictures of Africa and Africans.
..lecturer should have given some negative aspects about Africa.
..include and show relevancy of Afro-American culture to that of Africa.
..African women do tribal dances.
..go into it deeper.

Student Interviews - McKinley - Continued

Q. 6. Would you like to have a semester's work on African art, history, and culture?

Most of the students would like to have a semester's work on African art, history, and culture. Some of the "yes" responses included:

..truly a beautiful continent.
..would help bridge Black arts and African arts.
..would serve to help students achieve more pride within themselves.
..would be nice if we had African art and culture.
..very important to know one's true home.
..something on the culture of South Africa.

Some of the students would not like to have a semester's work on African art, history, and culture. Some of the "no" responses included:

..it would only be beneficial to the back to Africa movement. Students would appreciate and enjoy the lectures if they were a "once in a while" type thing. Since the majority of us aren't interested in going back to Africa, it would be a wasted semester for most.
..would begin to get boring. Should be more programs like this, but not required as a subject - for enjoyment only.
..enjoyed it, but not for a whole semester - one or two weeks is enough. Should be speakers from different parts of Africa, not just one.
..should be presented to classes the way it was in a seminar.

Q. 7. Other

There were various responses to this question. They included:

..more representatives from other African nations, more artifacts.
..representatives who aren't afraid to tell all the facts, whether good or bad, about their country.
..more time spent on social and economic maladies of the Blacks there.
..This sort of lecture should be offered to all schools at all levels because it's a very important subject.
..Could there be more emphasis placed on the average African, and presented by an average African? What I've heard so far is the opinion of those Africans wealthy enough to make it over here.
..No matter how hard we try to relate ourselves to Africa, it won't do. We are American Blacks and our African ancestry was long ago. We shouldn't even be talking about going back to Africa. We should stay here and do our best to solve this problem and not run away. I'm not condemning African art, history, and culture, but how about more emphasis on being Black.
..I would like to study about the land of my ancestors, which has been hidden from my thoughts by the oppressor.

Student Interviews - McKinley - Continued

Q. 7. Continued

..program was excellent except for one thing - I would have liked it more if it had illustrated the connection between African cultures and the Afro-American culture. I didn't have anything to identify with.
..give African show once in a while, fashion, language, and dances.
..hope students who missed lectures can see and hear them. It was worthwhile.
..time of lecture short and he had to rush to tell us the important points. Other than that it was very informing.

TEACHER INTERVIEWS
SUMMARY OF RESPONSES TO QUESTIONS

McKinley High School

Q. 1. What is your overall opinion of the value of the week's program?

Most of the teachers intereiewed felt that the program was informative, entertaining, and generally well presented. One of the comments was that "it helped dispel the negative attitudes about Africans and Africa." One teacher said that "the teaching approach didn't hold the students' interest."

Q. 2. Do you feel that the majority of the students in the class were interested in learning about Africa?

The majority of the teachers felt that the majority of the students in the class were interested in learning about Africa. One teacher was specific in saying that they were especially interested in learning about the language and historical connection between Africans and Black Americans. One teacher felt that the majority of the students were not interested in learning about Africa. Another teacher felt that the students missed a lot (e.g., the geography) but they grasped the cultural aspects of the program.

Q. 3. Do you plan to expand on classwork on Africa?

Most of the teachers do plan to expand on classwork on Africa. Some of the areas mentioned were African music and literature. One teacher said he would expand if they let him teach a course next year. Another teacher said he didn't plan to expand because he wasn't well versed on Africa; rather, they will read a few poems related to Africa.

APPENDIX C

Teacher Interviews - McKinley - Continued

Q. 4. Would you like specific curriculum about Africa?

All of the teachers expressed a desire for specific curriculum about Africa. Some of the curriculum requested was in the areas of music, geography, literature, and the historical origin of black people.

Q. 5. Do you think there is sufficient student interest to warrant a semester's work on African history, art, and culture?

Most of the teachers said there was sufficient student interest to warrant a semester's work on African history, art, and culture. One specific comment made by a teacher who felt there was sufficient interest was, "with the many courses offered in American Black Studies, I think a prerequisite should be African history, art, and culture." One teacher felt that it would be "hard to say - they might be interested for a week and then might get bored."

Q. 6. How could the week's program be changed or improved to benefit students?

Responses to this question were as follows:

..more time.
..more organization, more specific topics, more economics, etc.
..more of what they had.
..instead of brief comments on many facets and tenets of Africanism, more concentrated efforts on philosophy, art, music, etc.
..smaller group sessions; lectures geared more to high school students. There were quite a few times when students' questions weren't directly answered.

Q. 7. Other

Some of the comments and suggestions mentioned were:

..a bibliography of suggested material to aid in a full understanding of Africa, work materials, a work book, quiz, etc.
..some tie between Black American literature. Got first-hand knowledge of Africa because Mr. Baiden is from Africa. Music especially good. Should be exposed to several African cultures, especially the West Coast. Other guest lecturer at McKinley (from Howard?) seemed to give conflicting points of view.
..My classes would always benefit from such music discussions. However, they would have to be during the 4th quarter (would have to be during specific period during the school year in order to benefit the teacher and the students).

APPENDIX C

Comments of Coordinator at McKinley High School:

The coordinator at McKinley High School felt that the week's lectures were a worthwhile experience for the students and stimulated a great deal of discussion among the students.

The coordinator made the following positive comments about the week's presentation:

..The area on literature tied in very well with the Black Studies Literature course given at McKinley High School.
..The Music Department was very receptive to the part of the lectures devoted to music.
..The students particularly enjoyed being given African names.
..The political views and idealogy presented conflicted with the views of other lecturers the students had heard, but it did stimulate discussion among the students.

The coordinator made the following suggestions for improving the program:

..one more day's lecture on the cultural aspect of Africa.
..more time for student discussions.
..lectures could have been better organized -- select specific topics and develop these.
..The teachers need a bibliography, work book, quiz, etc., on various aspects about Africa.
..The students' questions should be answered as specifically as possible.
..It would be beneficial if the students could be exposed to several African cultures, not just that of Ghana.

APPENDIX C

STUDENT INTERVIEWS -
SUMMARY OF RESPONSES TO QUESTIONS

Wilson High School

(Note: Wilson High School is the only public high school in the District of Columbia which has an approximately equal proportion of white and black students.)

Q. 1. Did you enjoy the week's lectures?

All of the black students seemed to enjoy the lectures. Some of the additional comments were:

..more than any other week of school.
..it was okay; it got better as the week went on.
..beautiful.
..I found them very interesting and very educational.

The majority of the white students enjoyed the week's lectures. Some of their responses were:

..informative and interesting.
..parts of it.
..partially - first couple of days were made uninteresting by the use of so many facts just laid out.
..entertaining.
..yes, especially the culture and music.

Q. 2. How much did you know about Africa before the lectures?

The black students seemed to know quite a bit about Africa before the lectures, although many of them did not know very much. Some of the responses to this question were:

..quite a lot.
..not a lot.
..I knew a little about Africa; this lecture sort of widened my knowledge.
..I knew of all the misconceptions but not much of its history.
..only what I learned in Afro-History class.
..good amount, especially history and politics.
..some; more than most.
..wasn't too familiar with modern Africa.
..not very much except what I learned in Afro-American history class.
..not too much - learned a lot from the lecture.

APPENDIX C

Student Interviews - Wilson - Continued

The majority of the white students didn't know very much about Africa before the lectures. Some of their comments included:

..enough to know where it is and what kind of people, etc.
..only what I read in the newspaper and heard, none of which was any good.
..not much more or less than I know about anywhere else.
..parts of it.

A few white students knew quite a bit about Africa before the lectures; their comments included:

..I knew most of the material covered because I have a friend who lived in Ghana. The material was too general.
..pretty much.
..I knew a lot, but had little practical knowledge.

Q. 3. What did you consider the highlights of the lectures?

Quite a few of the black students seemed to think that the musical section of the program was the highlight of the lectures. Many felt that the cultural portion of the program was the highlight of the week. Some of their comments to this question were:

..music and fashions.
..musical instruments.
..cultural display.
..cultural parts, musical instruments, dress and the patterns of different kinds of material.
..history - all of it.
..music and dancing.
..music, culture, history - inspired to become African dancer.

The highlight of the lectures to many of the white students was the music and musical instruments. They seemed to enjoy the cultural aspects of the lectures. Some of their comments were:

..music and musical instruments.
..history.
..drama and clothing.
..customs regarding male-female relationships.
..language.
..African dances.
..economics of the country.

Q. 4. Would you like more information about Africa?

All of the black students interviewed would like more information about Africa; one student said, "I'm somewhat interested."

Student Interviews - Wilson - Continued

The majority of the white students would like more information about Africa. Some of their comments included:

..if possible, especially on culture.
..I think it would be better to learn about America first.
..plan to go there.
..naturally.

Q. 5. How could the program have been improved?

The responses of the black students were as follows:

..by telling more about the different countries in Africa.
..should have lasted longer and more information given.
..only by having more political discussions.
..more demonstrations.
..don't know; it was real good.
..no improvement; beautiful; well presented.
..not as good as could have been because the school is integrated.
..resented sharing cultural ties with the enemy.
..couldn't have.
..don't think it could be improved - outstanding.
..I don't know of any way as to how it would be better - I enjoyed it.
..should have been longer.

The white students made suggestions as follows:

..told same thing in every class; more pictures; too much time on questions; speech didn't seem organized.
..more than one person; lots more time.
..couldn't hear most of the talking (should have used microphones).
..smaller groups; lecturers better informed.
..acoustics in auditorium.
..Mrs. Brown misled a lot of people; discussion narrow-minded and one-sided.
..more unusual and interesting stuff. There has to be more to Africa than population, area, etc.
..I realize the speaker was African, but when comparing cultures, my friends and I felt that he didn't have to be so sarcastic.
..better organized and longer.
..more lecturers and not tire one or two persons out.

Q. 6. Would you like to have a semester's work on African art, history, and culture?

All of the black students said they would like to have a semester's work on African art, history, and culture. A couple of the students went so far as to say "a year's work"; one person said that it might prove interesting.

Student Interviews - Wilson - Continued

The responses of the white students were as follows:

..not going to be here next year.
..yes, especially the art.
..if there would be demonstrations and not lectures right through.
..yes, and other cultures also.
..no, already had a course.
..no.
..not semester; maybe advisory.
..yes, it would be both interesting and useful.
..if I had time.

Q. 7. Other

The black students responded as follows:

..liked it very much.
..I loved the whole program but thought it should be longer.
..recent politics.
..could have had some of the foods.
..need more of it. School seemed like a different place; presentation good; students and lecturers expressed opinions; people (whites) upset don't understand culture; primitive/old-fashioned.
..Mr. Baiden was magnificant and Mrs. Brown was stupendous.
..found many things had been distorted (truth) about Africa. Sounds like a beautiful place if they get rid of "Whitey". Slavery still exists in South Africa.
..from what group had to say, whites couldn't understand some of the problems about South Africa.

Comments of the white students were as follows:

..in general he was only person speaking; should have been more lecturers. Got boring. More slides and records.
..on the whole very good.
..one of the lecturers (Mrs. Brown) was incorrectly informed. Only had political motivations. She misled a great deal of people.
..what else can be said except that it was really a worthwhile experience.
..seemed kind of prejudiced towards America - overly so.
..not really that interested in Africa.

APPENDIX C

TEACHER INTERVIEWS
SUMMARY OF RESPONSES TO QUESTIONS

Wilson High School

Q. 1. What is your overall opinion of the value of the week's program?

The majority of the teachers felt the program was useful, informative, and worthwhile. Some of the comments supporting this were:

..very useful.
..quite valuable in filling a very noticeable gap in social studies program.
..extraordinary.
..very informative - worthwhile.
..last part worthwhile; geography and history - disappointed - skipped over.
..very worthwhile program.

One teacher felt that the program was "less than effective."

Q. 2. Do you feel the majority of the students in the class were interested in learning about Africa?

The majority of the teachers felt that the majority of the students in the class were interested in learning about Africa. One teacher felt that in general the students weren't interested in learning about Africa.

Q. 3. Do you plan to expand on classwork on Africa?

The majority of the teachers do not plan to expand as such on African classwork. Some of the responses were:

..yes.
..not really - already treat Africa; program supported school program.
..not this year - perhaps next year.
..no.
..teach Afro-American history course.
..just to explain Afro influence on Spanish literature.

Q. 4. Would you like specific curriculum about Africa?

The responses to this question included:

..impact of African culture on Western civilization.
..already have it.
..yes.
..no, couldn't fit it in.

APPENDIX C

Teacher Interviews - Wilson - Continued

Q. 5. Do you think there is sufficient student interest to warrant a semester's work on African history, art, and culture?

The majority of the teachers felt there was sufficient student interest to warrant a semester's work on African history, art, and culture. One teacher went so far as to say that student interest was sufficient to warrant a year's work on the subject. Another teacher felt that "at present, no, only with prior conditioning."

Q. 6. How could the week's program be changed or improved to benefit students?

The responses to this question included:

..first two days neglected; approach confined to history and geography too much.
..personal opinions from lecturers; very poorly done.
..don't know, didn't go every day.
..break up into groups for specifics; cultural aspects - large audiences.
..generally well presented; lecturers sometimes found it hard to be objective, and response to student questions was sometimes a little hostile.
..explain Africa as part of world, not just emphasis on racial aspects.
..prior conditioning (don't throw things in people's laps); channeling of students who have proficient academic courses in history, Black history, etc.

Q. 7. Other

..structure and orientation too traditional (presentation).
..greater use of audio-visual aids would hold student interest more.
..have program earlier in year.
..offer course in African history if there is student demand.
..two lectures should fit in first periods in morning (should have come earlier; time element).
..students learned things they didn't know before.
..more people; have exchange students for a year. Chance for tasting African foods. European students got kind of upset because of clarification of misconceptions. Mrs. Brown (lecturer) seemed on the defensive at first when specific questions were asked. Wasn't clear enough for students.

APPENDIX D

Forms

Student Questionnaire (Cardozo) Page 67

Student Interview Form (McKinley, Wilson) Page 69

Teacher Interview Form (McKinley, Wilson) Page 70

The George Washington University
C. A. Neyman, Jr.
15 January 1970

APPENDIX D

INTERDISCIPLINARY RESOURCE CENTER ON THE NEGRO HERITAGE

School_____ Date: Pre-test_____ Post-test_____

Name_____ Grade_____ Sex_____Section No._____

-- --

Listed below are the names of Negroes who have made significant contributions to the development of the United States. Please check those names about whom you are knowledgeable and tell briefly what you know about each person (if anything).

___Juan Garrido_____

___Esteban_____

___Jean Du Sable_____

___Matthew Henson_____

___Crispus Attucks_____

___Peter Salem_____

___Prince Whipple_____

___Oliver Cromwell_____

___Nat Turner_____

___Sojourner Truth_____

___Frederick Douglass_____

___Harriet Tubman_____

___William E. B. DuBois_____

___Dr. Martin Luther King, Jr._____

___Malcolm X_____

___Ralph Bunche_____

___Patricia Roberts Harris_____

___Thurgood Marshall _____

___Robert Weaver _____

___Benjamin Banneker_____

___Lewis Latimer_____

___Jan Matzeliger_____

___Elijah McCoy_____

___Garrett Morgan_____

___Granville Woods_____

___George Washington Carver_____

___Norbert Rillieux_____

___Charles Drew_____

___Percy Julian_____

___Daniel Hale Williams_____

___Mary McLeod Bethune_____

___Carter G. Woodson_____

___Alain Locke_____

___Joshua Johnston_____

___Edward M. Bannister_____

___Edmonia Lewis_____

___Henry O. Tanner_____

___Phillis Wheatley_____

___Paul Laurence Dunbar_____

___Langston Hughes_____

___Ralph Waldo Ellison_____

___Ira Aldridge_____

___Duke Ellington_____

___Jesse Owens_____

___Nat Love_____

___Robert Smalls_____

___Benjamin O. Davis, Jr._____

___Prince Hall_____

___Paul Cuffe_____

___Booker T. Washington_____

-- --

Please answer the following questions:

1. Have you ever visited the Museum of African Art/Frederick Douglass Institute? ____yes ____no
2. Have you had any special courses in Black Studies or Afro-American Culture? ____yes ____no
3. Have you had any courses in high school which devoted some of the time in the course to African or Afro-American Culture? ____yes ____no
4. Would you like a special course in the study of Afro-American Culture? ____yes ____no

Comments_____

_____

_____

APPENDIX D

African Heritage
C. A. Heyman, Jr.
The George Washington University

STUDENT

1. Did you enjoy the week's lectures?_____

_____

2. How much did you know about Africa before the lectures?_____

_____

3. What did you consider the highlights of the lectures?_____

_____

_____

4. Would you like more information about Africa?_____

_____

5. How could the program have been improved?_____

_____

6. Would you like to have a semester's work on African art, history and culture?

_____

7. Other_____

_____

_____

May 1970

APPENDIX D

African Heritage
C. A. Heyman, Jr.
The George Washington University

TEACHER

Questions for teachers whose classes participated

1. What is your overall opinion of the week's program?_____

_____

2. Do you feel that the majority of the students in the class were interested in learning about Africa?_____

3. Do you plan to expand on classwork on Africa?_____

_____

4. Would you like specific curriculum about Africa?_____

_____

5. Do you think there is sufficient student interest to warrant a semester's work on African history, art and culture?_____

_____

6. How could the week's program be changed or improved to benefit students?

_____

_____

7. Other_____

_____

_____

May 1970